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BULLETIN

OF

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

ANNUAL MEETING,
NEW HAVEN, DECEMBER 28, 29
RHODE ISLAND STATE COLLEGE
WISCONSIN POSTGRADUATE ASSOCIATESHIPS

EDITORIAL COMMITTEE; JOSEPH ALLEN; PAUL KAUFMAN;
JOSEPH MAYER; H. W. TYLER, *Chairman*

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EDITORIAL NOTE

The present issue, like the previous one, illustrates to some extent the reactions of current economic conditions. Of particular interest in this connection is the plan for postgraduate associateships at the University of Wisconsin. The general Committee on the Economic Condition of the Profession has received a large mass of information from Chapters and other sources, on which it is expected to report at the annual meeting.

The continued activities of the Committee on College and University Teaching are represented in this issue only by a brief statement about the meeting of the Committee at Chicago. It is anticipated that the December and January issues will be largely devoted to material assembled by the Committee for publication in *The Journal of Higher Education* and reprinted by the courtesy of the Journal for our members. The December issue will also contain a short summary of topics from the Committee on which discussion at the annual meeting is desired. Preprints will be furnished to Chapters and to other members on request early in December.

The November Chapter Letter, issued on the 7th, announced for Chapter discussion a plan for publishing the general list of members only at intervals of perhaps five years. It also invited the cooperation of Chapters in protesting the action of the Department of Labor in prohibiting remunerative work by foreign students. Attention is called to the resolutions of the Chapter at Brown University on page 510.

NOTES AND ANNOUNCEMENTS

ANNUAL MEETING

The annual meeting of the Association will be held at New Haven, Connecticut, Wednesday and Thursday, December 28 and 29, in connection with the meeting of the Modern Language Association.

Preliminary arrangements have been made for the program as follows:

Wednesday, 10:00 A.M. The first session will include reports of the Committees on the Economic Condition of the Profession, on the Relation of Junior Colleges to Higher Education, and on Required Courses in Education; also reports of the officers, Council, and other Committees.

Wednesday, 2:00 P.M. Report of the Committee on College and University Teaching.

Wednesday, 7:00 P.M. Annual Dinner.

Thursday, 9:30 A.M. Reports of the Committee on Academic Freedom and Tenure, and of the Committee to Nominate Officers. Election of officers. Unfinished and miscellaneous business.

Thursday, 11:00 A.M. Round table discussion of special topics presented by delegates.

Thursday, 1:00 P.M. Joint luncheon with the Modern Language Association.

Thursday, 2:30 P.M. Council meeting.

REPORT OF COMMITTEE TO NOMINATE OFFICERS

Members of the Council (term expiring December 31, 1935).

A. J. Carlson, Physiology, Chicago
W. M. Hart, English, California
J. W. Martin, Economics, Kentucky
H. W. Moseley, Chemistry, Tulane
M. C. Otto, Philosophy, Wisconsin
E. W. Patterson, Law, Columbia
S. H. Slichter, Economics, Harvard
C. R. Stockard, Anatomy, Cornell
W. O. Sypherd, English, Delaware
F. J. Tschan, History, Pennsylvania State

DATES OF MEETINGS

American Astronomical Society, Atlantic City, December 28, 29.
American Association for the Advancement of Science, Atlantic City, December 27-31; Chicago, June 19-30, 1933.
American Historical Association, Toronto, December 29-31.
American Philological Association, Syracuse, December 28-30.
American Physical Society, Chicago, November 25, 26; Pasadena, December 16-17; Atlantic City, December 28-30.
American Society of Zoologists, Atlantic City, December 28-30.
Association of American Colleges, Atlantic City, January 12, 13, 1933.
Association of Governing Boards, Ann Arbor, November 16-19.
Modern Language Association, New Haven, December 29-31.
National Academy of Sciences, Ann Arbor, November 14-16.

AMERICAN COUNCIL ON EDUCATION

The *Educational Record* reports that the Council has gradually accumulated a surplus of nearly \$17,000, depleted by about \$9000 during the year, with a loss in dues from members of about \$4000.

The report of the Committee on Educational Finance contains the following passage:

"Taking the results of the questionnaire and viewing them in the light of general conditions, it would seem that the year 1932-33 is likely to increase the difficulties of the tax-supported institutions in greater degree than it will increase the difficulties of the privately controlled institutions, except in the matter of current gifts. The greatly increased income taxes and estate taxes will tend, as has already been noted, to destroy the sources of voluntary support, appropriating, as they do, a large part of the surplus wealth to the current expense of government. Tax-supported institutions, with the drying up of revenue from taxation, will doubtless resort more generally than is now the case to special fees for special services. If this practice becomes at all prevalent, it will aid not only the state institution but indirectly the institution under private control, by enabling the latter to collect a larger share of the cost of education from the student. On the other hand, a reduction in wages will make it increasingly difficult for the average man to pay the cost of his children's higher education and will increase the demand for scholarships, loans, and special aid. The failure of college and professional school graduates to find jobs will have a tendency to di-

minish the present general demand for higher education. The reduction in the number of teaching positions will leave many prospective teachers unemployed and have a tendency to reduce the scale of salaries, at least in the lower ranks. Some of the weaker colleges will be forced to become junior colleges, some will be forced to consolidate with other institutions, and a few will be forced to close. The prudent administrator who practices every economy, postpones capital expenditures, avoids the broad and easy road of increased indebtedness will doubtless ride out the storm with safety and find his institution unified and strengthened by the enforced retrenchments, and ready for the new day of promise which will eventually follow the storm."

Other articles deal with "Control of Medical Education," R. L. Wilbur; "The Standardization Movement in American Law Schools," J. G. Rogers; "Who and What Determine the Educational Policies of the Engineering Schools," W. E. Wickenden.

SUMMER SESSIONS FOR ENGINEERING TEACHERS

The September *Journal of Engineering Education* reports that sessions were held at Stevens Institute of Technology from July 5 to 21 on the teaching of economics, and at Ohio State University from July 11 to 28 on the teaching of English. Thirty-seven teachers were enrolled at the former, thirty-nine at the latter. Several of those attending the English session were teachers of engineering subjects, present for the purpose of coordinating their own instruction with the work in English.

The economics session included study and discussion of content of courses and methods of teaching in general economics, economics of engineering, accounting, etc., with an intensive short course in the elements of general economics, and discussion of current problems involving applications of economics and industry. A number of the papers will be published in the *Journal*, as well as separately.

AMERICAN FEDERATION OF TEACHERS

The October issue contains an account of the 16th annual meeting of the American Federation of Teachers, which is thus nearly of the same age as this Association. While the Federation is, as its name implies, a union of local groups and composed largely of public school teachers, many of its aims and principles are in line with our

own. Mr. H. R. Linville, in his vigorous address as President of the Federation, remarks:

I feel sure that the American Federation of Teachers can stand before the teachers of America and strongly proclaim itself as the rallying-point for the opposition to unwarranted wage-slashing in this major social industry, public education. We have within the organization the resources of spirit, the inspiration of courageous leadership, and the equipment of scholarship to enable us to organize the vanguard of a movement that should meet the opposition effectively, and, at the same time, prepare the way for the development of a sound proletarian profession. The means to the attainment of this objective is through organization.

... Perhaps we have been overimpressed with the obstacles in the way, with the general lack of social intelligence among teachers, with their timidity, and with their pride in the habiliments of a sham professionalism which scorns to establish contact with labor. It may be also that we have found it too easy, after accomplishing a comfortable measure of success locally, to settle back and rest on these laurels. . . . It seems very doubtful whether a truly progressive movement for the strengthening of the position of teachers in this country can be built up unless the locals themselves maintain high standards of aggressive activity and of increasingly productive achievements. Local teachers' unions that do not stand openly in their communities for the highest development of the schools as against the evil influences of partisan politics, dishonest government, and unprogressive, time-serving school officials are probably rationalizing themselves into attitudes of accepting the *status quo*. . . .

... To make the local adaptable to its function, it should organize its own plan of action in relation to the educational needs of the community. In doing this, it should as an organization keep itself free from political entanglements, so long as they involve the members in the acceptance of obligations in return for advances in salary, or any other benefit. . . .

Those of us who have worked in the teachers' union movement from the beginning believe that the "creative activity" that is involved in the work of organizing and carrying on a

local teachers' union is far more educative than are any number of "codes for teachers." The reason is that "codes" in general are conceived by school officials from the preconception of those who require conformity for their official comfort. . . .

We have been affiliated with the labor movement for sixteen years. Even in our adolescence we may not be charged with undue impulsiveness if we seek to consider our affiliation in relation to the impending problems of the present social and economic situation. I take it that we still maintain that the labor movement throughout the world is the most fundamentally important of all social movements, the trends of which are in the direction of a progressively better social order. . . .

INSTITUTE OF INTERNATIONAL EDUCATION

In the October Bulletin of the Institute announcement is made of the Biennial Conference of the World Federation of Education Associations at Dublin, Ireland, the first week of August, 1933.

A list of foreign scientists who have accepted invitations to attend the American Association for the Advancement of Science meeting at Chicago in June, 1933, includes Tullio Levi-Civita, Rome; J. Bjerknes, Stockholm; Niels Bohr, Copenhagen; and A. Sommerfeld, Munich.

Announcement is made of the publication of *Educational Survey*, Volume III, Number 1, by the Secretariat of the League of Nations, with an important article by Alfred Zimmern on "Education in International Relations." It is obtainable from the World Peace Foundation, 40 Mount Vernon Street, Boston. "Professor Zimmern deals with many of the problems encountered in the teaching of this comparatively new subject. His main thesis seems to be that 'Contemporary history should be presented against a world background.' Professor Zimmern points out some of the pitfalls which are encountered by genuine educators in this field. He criticizes severely the propagandist, philanthropic and romantic approaches to the problem, and stresses the necessity for the teacher to 'digest the material and so make it available for use in the classroom.' In the course of this article, Professor Zimmern emphasizes that this new material 'must be dealt with within the framework of the existing curriculum.' "

A list of Institute lecturers for the current academic year includes Dr. Julius Curtius, former Minister of Foreign Affairs of Germany;

Dr. Victor A. Belaunde, of the Peruvian Parliament; Professor A. W. Flux, honorary Vice-President of the Royal Statistical Society; Dr. Fritz Rager, Secretary of the Austrian Chamber of Labor; Professor Bernard Fay, of the University of Paris; and Dr. Arthur Haas, of the University of Vienna. A further list is given of foreign visiting professors at American colleges available for additional lectures at other institutions.

INTERNATIONAL INSTITUTE OF INTELLECTUAL COOPERATION

The Institute has just published the first number of a new monthly *Information Bulletin*, as the official organ of the League of Nations Intellectual Co-operation Organisation, (which comprises a committee of the League with its Secretariat at Geneva, the Institute in Paris, committees of experts, and national committees). It is a counterpart in English of the Institute's *Bulletin de la Coopération Intellectuelle*, most of the contents of which will be summarized in it. This first number contains a review by the director of the Institute of recent developments in this field, special articles on the reorganization of education in China and on "Moral Disarmament," a summary of the month, reports of meetings held under the auspices of the League's Organisation, and notices of forthcoming congresses.

Copies of the Bulletin are obtainable through the World Peace Foundation, 40 Mount Vernon Street, Boston.

C. R. B. EDUCATIONAL FOUNDATION

The annual report for 1931 mentions the organization of the Francqui Foundation in February, 1932, having for its object aid in the development of higher education and scientific research in Belgium. It plans to award a prize of 500,000 francs each year to a Belgian making an important contribution to science, to extend aid to foreign professors invited to give instruction in one of the four Belgian universities, to maintain traveling fellowships for Belgian graduate students in European universities, and to make special grants. Since 1920, 117 American fellows have been appointed by the C. R. B. Educational Foundation for study in Belgium, while 356 Belgian fellows have studied at American institutions, including seventy-three at Harvard, forty-five at the Massachusetts Institute of Technology, thirty at Columbia, twenty-seven at Stanford, etc.

DOCTORATES IN SCIENCE

Science for September 30, 1932, includes the usual tabulation by the Research Information Service of the National Research Council of doctorates conferred in science by American universities in 1931-32. Chemistry is far in the lead with 420 out of 1241, followed by zoology with 127; physics, 113; and psychology, 104. The total is 94 larger than in 1931.

Among the institutions, Chicago is first with 116, followed by Wisconsin with 88; Cornell, 80; Johns Hopkins, 67; Ohio State, 61; Columbia and Minnesota, 58 each; Yale, 57; and Michigan, 55.

MEMBERS WHOSE ADDRESSES ARE UNKNOWN

Information in regard to the present addresses of the following members is invited for use in the membership list. The addresses given are the last known to the office, but are no longer valid.

D. K. Adams	(University of Iowa)	Berlin, Germany
J. S. Bueno	(Rollins College)	Winter Park, Fla.
F. W. Chace		Mobile, Ala.
E. M. Chapin	(University of North Carolina)	Mars Hill, N. C.
G. E. Davis	(Athenaeum and Mechanical Institute)	Rochester, N. Y.
R. D. Faner	(University of Iowa)	Iowa City, Iowa
G. M. Ferguson	(Harvard University)	Cambridge, Mass.
E. W. Gifford	(University of California)	Berkeley, Calif.
O. H. Haelsig	(Wittenberg College)	Springfield, Ohio
Agnes Houghton	(Coll. City of Detroit)	Detroit, Mich.
O. V. Jackson	(Cornell College)	Rollin, Mo.
P. A. Martin	(University of Oklahoma)	Norman, Okla.
L. H. Minor	(University of Chicago)	Chicago, Ill.
J. P. Moore	(Harvard University)	Cambridge, Mass.
M. M. Pattillo	(University of North Carolina)	Chapel Hill, N. C.
C. T. Pihlblad	(Wittenberg College)	Springfield, Ohio
Helen J. Reed	(Southern Methodist University)	Dallas, Tex.
Philla Slattery	(State Teachers College)	Cedar Falls, Iowa
D. F. Smith	(Carnegie Institute of Technology)	Pittsburgh, Pa.

W. B. Smith	(Williams College)	Williamstown, Mass.
Lula R. Stevens	(State College for Women)	Columbus, Miss.
Elisabeth Stevenson	(Wellesley College)	Wellesley, Mass.
DeRosette Thomas		San Antonio, Tex.
Rosa L. Walston	(Duke University)	Durham, N. C.
R. H. Wehmhoff	(University of Chicago)	Chicago, Ill.
John Whyte	(Brooklyn College)	Bronxville, N. Y.
P. P. Wiener	(University of So. Calif.)	Los Angeles, Calif.
E. P. Willard, Jr.	(Florida State College for Women)	Commerce, Tex.
R. T. Wyckoff	(West Kentucky Teachers College)	Bowling Green, Ky.

COMMITTEES

COLLEGE AND UNIVERSITY TEACHING

The Committee on College and University Teaching held an important meeting in Chicago on October 22-23, with all its regular members and most of the advisory members in attendance. During the summer, Professor Homer L. Dodge of the University of Oklahoma, who has been serving as Field Director of the committee's survey, compiled the results of his visits to more than forty chapters of the Association together with reports from other chapters to which a formal visitation by the Field Director was not possible. Some of these chapters, however, were visited by other members of the committee. This interesting and illuminating body of data, covering all phases of the teaching problem, was carefully considered by the committee at its Chicago meeting, and some provisional conclusions reached as to which further announcement will be made in the December *Bulletin*.

Meanwhile Professor Fernandus Payne of Indiana University devoted the summer, at the committee's request, to a review of the existing literature relating to the problem of improved teaching in universities and colleges. A digest of the more significant portions of this literature, covering 170 pages, was prepared by Professor Payne and made available for use by members of the committee prior to the time of the Chicago meeting. Its contents were carefully studied, along with the data gathered from the chapters by Professor Dodge.

It is the expectation of the committee that a provisional summary outlining some of the conclusions, can be prepared and circulated among the chapters for their criticism and comments in advance of the Association's annual meeting in December. A session at the annual meeting will also be devoted to a discussion of these tentative findings.

It is the committee's hope that its report, when finally written, will not represent the conclusions of a small group but will take fully into account the opinions and experience of a large body of teachers within the Association's membership. This large store of teaching experience is being drawn upon by visits to chapters, chapter discussions, personal interviews, and a study of the existing literature, rather than by the more traditional procedure of sending out large batches of questionnaires and then tabulating the results in what is not always an intelligible way. It is hoped that the committee's

recommendations, whatever they are, will represent so far as practicable at least an approach to a consensus of opinion among the membership of the Association.

W. B. MUNRO, *Chairman*

ACADEMIC FREEDOM AND TENURE
Rhode Island State College

Mr. H. L. Jackson was engaged by Rhode Island State College in September, 1919, as Professor of Chemistry, on the recommendation of Professor J. W. Ince, who was appointed at the same time and was later made Head of the Department. Professor Jackson had a yearly contract, the universal basis of appointment at this institution, which was renewed annually up to and including 1930. In common with the other faculty members, he enjoyed frequent increases in salary, the last raise of \$200 occurring at the time of his last annual reappointment, for the year 1930-31.

During this period the president of the college was Dr. Howard Edwards, who died in April, 1930. From this time until a year later when Dr. R. G. Bressler was inaugurated as president, Professor John Barlow, Dean of Science, served as acting president. On January 12, 1931, Professor Jackson was notified by Dean Barlow that at their meeting on December 1, 1930, the Board of Managers had voted not to renew his contract at the end of the year 1930-31, and had instructed Dean Barlow to notify Professor Jackson at his, Dean Barlow's, discretion. Professor Jackson asserts that the news came as a complete surprise to him, as he had had no previous understanding that his work was unacceptable or that other causes of dissatisfaction existed. He sought from the Board a statement of the reasons for his dismissal, but could get no satisfaction except an unofficial statement by a member of the Board that he was considered a poor teacher. He then submitted to his students a questionnaire concerning their estimates of his teaching, and at his request the Board granted him an opportunity to present his case before them. He states that at the hearing the Board refused to receive the evidence obtained from the questionnaire, and terminated the interview after ten minutes. On the other hand, members of the Board assert that the hearing lasted three-quarters of an hour, and that, while the Board was not favorably impressed by the nature of the evidence submitted by Professor Jackson, they did not bring the interview to a close until they were convinced that he had had full opportunity to

say everything he desired. After a conference with the chairman Professor Jackson requested another hearing, but this was denied.

Professor Jackson then appealed to the Association for an investigation, claiming that conditions of tenure are precarious when contracts expire annually and a full professor can be dismissed without warning, without a previous hearing, and without the knowledge or approval of any of the faculty; that the faculty is so intimidated by this system that they dare not protest or even ask questions; and that the college is controlled by a political Board, all of whom are members of one political party.

A committee consisting of Dr. A. S. Coolidge, Harvard, chairman; Professor C. O. Fisher, Wesleyan; and Professor C. R. Adams, Brown; was appointed to investigate the case. On March 14 we visited Kingston, and were received by President Bressler, Vice-President Barlow, and other faculty members, with every mark of courtesy and cooperation. As a result of this visit it seemed desirable to have an interview with members of the Board of Managers, and negotiations were begun. These negotiations were so extraordinary that it seems worth while to describe them briefly. Letters were addressed to the chairman of the Board, and formally to the Board itself, requesting an interview, and asking to know the date of the next meeting of the Board, when an answer might be expected. The chairman being ill, these letters were answered by the Director of Vocational Education, Charles Carroll, who, though not a member of the Board, is in close touch with its chairman, and stated that he wrote with knowledge and approval of members of the Board. In substance, he stated that nothing could be done without authorization from the Board, that the Board felt it was incompatible with its official dignity to submit its actions to review by a purely private body, that the suggestion of investigation was offensive, and that no official reply to our request might be expected. There seemed no alternative for your committee than to conclude that its request was to be ignored; we therefore held a meeting in Providence, and drew up such a report as was possible under the circumstances. Upon the eve of submitting this report, however, we received notice that the Board had granted our application for an interview. President Bressler was present at the ensuing meeting on April 18, and we surmised that he had used his influence to induce the Board to see us. At the interview, the members of the Board were extremely cordial and frank, and explained that Dr. Carroll had exceeded his authority. We felt, however, that

the experience had value as a possible indication of the relative importance, in the Board's estimation, of the political and the academic worlds.

Our investigation at once disclosed that the question of Professor Jackson's continuance at the college was by no means a new one. For the past several years, President Edwards had raised it annually with the Board, in connection with various complaints which had come to him. Unfortunately we were not able to learn from the Board the precise nature and source of these complaints. Writing to Professor Jackson on July 2, 1931, the chairman of the Board says, "In regard to your question on the genesis of the action of the Board in declining to give you a contract for another year, I do not have a definite recollection of it. If I did, I am not sure of the propriety of going behind the unanimous action of the Board." After discussing the matter, President Edwards had always ended by suggesting that the contract be renewed for another year. He was quoted as saying, "My successor is going to inherit the Jackson problem." Members of the Board stated that when they voted to renew the contract for the last time, in May, 1930, they understood among themselves that they would not renew it again, although no formal vote was passed. In September, 1930, the question arose once more at a meeting of the Board, being precipitated by a complaint lodged with them by the postmaster of Kingston, whose daughter was having trouble in one of Professor Jackson's courses. The Board asked Acting President Barlow to prepare himself to make a recommendation at the December meeting as to what should be done. Dean Barlow assumed full responsibility for recommending Professor Jackson's dismissal. In reaching this decision, he did not consult with Professor Jackson or with any other dean or member of the faculty except Professor Ince. Without making it clear that the question of Professor Jackson's continuance was at issue, he asked Professor Ince whether he had recently received any complaints about his teaching, and Professor Ince replied in substance that such complaints were still coming in, but that he was willing to continue working with him. Professor Jackson feels that the action should not have been taken without consulting Dean Wales of the Engineering School, whom he considered to be his dean. It appeared, however, that it had always been the tradition for the president to deal individually with members of the faculty, and Dean Wales did not feel that it was surprising that he knew nothing of Professor Jackson's dismissal until months later, when he heard it as

a rumor. In addition to Dean Barlow's recommendation, the Board based its action upon the advice of one of its members who is an alumnus of the college and who had a son there, who felt that he was in close personal touch with affairs there, and who stated that he was satisfied that the removal of Professor Jackson would be of advantage to the college.

There are two matters of fact upon which we found it impossible to feel sure: (1) Why did it take twelve years to establish the fact of Professor Jackson's incompetence? Had he become less satisfactory than he was in 1924, when (according to his own assertion), upon the occasion of buying a home, he asked President Edwards directly whether he might look forward with sufficient confidence of tenure to make this step a safe one, offering to resign if he was not giving satisfaction, and received a definitely reassuring reply? Professor Ince testified that complaints of his teaching had come in from the very beginning, and gave it as his opinion that he was a better teacher in 1930 than he was in 1924. On the other hand, the members of the Board felt that the trouble had arisen only comparatively recently, that President Edwards was undoubtedly sincere in the assurance that he gave in 1924, and indeed that the knowledge of having given this assurance might well have been one reason why he never reached the point of recommending Professor Jackson's dismissal. (2) Did Professor Jackson ever receive warning or intimation that he would do well to consider favorably an opportunity to secure another position? Professor Jackson states definitely that he did not, and that his dismissal was a complete surprise. Other persons believed that Dr. Edwards had had frequent conferences with him, had attempted unsuccessfully to convey to him the general grounds of complaint against his teaching, and had finally abandoned these attempts as useless. They believed that had they been in Professor Jackson's place they would have gathered that all was not well. It is indeed unfortunate that Dr. Edwards's death makes it impossible for us to learn more explicitly what occurred. General impressions gathered from third parties are most unsatisfactory, yet in this case we do not feel that they can be totally discounted. In any case, however, it is a fact that Professor Jackson was not made to realize that he could no longer count on the assurances given in 1924, not even in May, 1930, when the Board had really made up their minds that they would not re-employ him.

The questions on which the committee felt that it should attempt to

formulate opinions were: (1) Were there reasonable grounds for the belief that Professor Jackson's teaching was unsatisfactory? (2) Were there any other reasons for his dismissal? (3) Assuming that his dismissal was justifiable, was it done in a proper manner? (4) Does a spirit of intimidation exist among the faculty, as he alleges?

(1) We consulted various members of the faculty, and read letters from a number of former students, concerning the quality of Professor Jackson's teaching. We found a wide divergence of opinion. Evidently he was very exacting, devoted much time to the precise solution of problems, and probably required a higher standard than many of his colleagues. Professor Ince testified that while, for personal reasons, he had not wished to recommend Professor Jackson's removal, still now that it had been accomplished he believed that the department staff was undoubtedly better. In a letter of recommendation, written after the dismissal, he says "He has handled his varied and difficult assignments with considerable success, working consistently and faithfully for the best interests of his students. I believe that he is one of the most conscientious and painstaking teachers that I have ever been acquainted with." We have already mentioned his testimony as to the number of complaints which he, as department head, received from students. Apparently these were not all poor students. Dean Wales gave it as his opinion that Professor Jackson's teaching set a commendable standard, and that the basis of complaints was unwillingness to do the hard work demanded. Other faculty members tended to substantiate Professor Ince's estimate. Dean Barlow offered as evidence of dissatisfaction with his work the steady decline in the enrolment in chemistry, but on consulting the records neither he nor we felt that they showed any such trend. In addition to these specific statements, we were informed by several persons that the obscurity of Professor Jackson's lectures was traditional among the students. President Bressler stated that he had made his own investigation of the matter, and was convinced that it would be unwise to reinstate him. After his dismissal, three of his former students circularized the alumni who had taken his courses, stating that they believed the action unfair, and requesting the alumni to write their opinions to the Board and to provide them with copies of their letters. From 140 alumni, 23 replies were received, of which 20 were outspoken in praise of Professor Jackson, and only one definitely opposed. The Board of Managers were inclined to feel that the 20 favorable replies constituted a not impressive number of responses,

and stated that other alumni, not wishing to embarrass the friends of Professor Jackson by returning unfavorable replies, had privately conveyed to members of the Board their opposition to his possible reappointment. Many of the letters emphasize the feeling that, while Professor Jackson's discipline seemed harsh and difficult at the time, the writers found later in professional life that it had been of great benefit to them. Another letter to former students, referring specifically to the statement that his teaching was traditionally obscure, brought 18 replies, all denying knowledge of any such tradition. It is certainly not easy to reconcile this testimony from his students with the frequency of complaints already mentioned. However, the very existence of so much doubt and so many complaints seemed to us an unhealthy condition, and we are not prepared to criticize the Board for accepting the recommendation of Dean Barlow, in the light of the known misgivings of President Edwards and the supporting opinion of one of their own members.

(2) It has been repeatedly suggested by persons sympathetic with Professor Jackson that the real grounds for his dismissal were of a personal or political nature. He remembers numerous occasions on which he came into more or less serious friction with President Edwards, Dean Barlow, and others, sometimes in connection with college affairs, sometimes on outside matters. It seemed the general testimony that Professor Jackson was in the habit of voicing criticism or suggestions on every possible occasion, but no one seemed to dislike him, or to take this fact nearly so seriously as did he himself, and we are inclined to believe that he tends to magnify the importance of this aspect of the case. The fact that President Edwards (whom all describe as a very kindly man) continued to recommend his reappointment makes it difficult to believe that he was animated by personal dislike, and we found no evidence to substantiate Professor Jackson's charge that Dean Barlow was actuated by ulterior motives. There remains the possibility of political motives animating the Board. It was noted that the complaint which precipitated his removal came from a political appointee. However, it was our unanimous impression, after talking with the members of the Board who were most closely identified with the events, that they were perfectly sincere in their belief that they were acting for the best interest of the college.

(3) Whatever may have been the justification for their belief, we are strongly of the opinion that the manner of Professor Jackson's dismissal was abrupt and inconsiderate, and inimical to the existence

of a proper spirit of academic freedom. He is past fifty, and has given the institution twelve of the best years of his life as full professor. His salary has increased steadily and he had no clear warning that his work was regarded doubtfully. Certainly if it is possible for a man under such conditions to find himself suddenly cut off at a time when the securing of another position is practically impossible, no member of the faculty can be expected to enjoy that feeling of confidence in the future without which the best academic work cannot be done. If he is too poor a teacher to be retained, he should have been dismissed long ago, when he was younger and had a better opportunity to find other employment, and before he had accommodated himself to the presumption of permanent tenure to which his continuance at regularly increasing salary entitled him. If his work declined, or the standards of the college improved, then surely his record of service entitled him to be given an opportunity to make some other provision for his future before being dismissed. The conviction grows that his presence had become an embarrassment which Dr. Edwards found it easier to temporize with than to solve, and that advantage was taken of the interregnum to get rid of him in the most expeditious way.

(4) It is hardly necessary to say that when the control of an institution is vested in one man, responsible to nobody but a managing board who (with one exception) derive their entire knowledge of the affairs of the college from the president himself, conditions are ripe for an abuse of authority, and a spirit of secretiveness and timidity is invited. We do not believe that there has been in this case any conscious abuse of authority. We were, however, impressed with the divergence between the Board's general outlook upon academic matters and our own. The Board were at some pains to make it clear to us that while they had no intention of dismissing their academic employees for capricious or personal reasons, still they felt no more moral than legal responsibility toward any such employee who they became convinced was no longer valuable. Indeed, they regarded the system of yearly contracts with much favor, because it obviated the embarrassment of ever having to ask for a resignation or actually to discharge a faculty member. (It will be understood that in this report we have used the term "dismiss" as an abbreviation for the technically more accurate "fail to reappoint." The emphasis with which the Board draws this distinction seemed strange to us.) We can easily imagine that knowledge that the control of the college rests

in men of these views would not tend to foster faculty independence. The Board told us that they always stand ready to hear any grievance or suggestion from the faculty, but Professor Jackson's statement that after many requests he was granted only a ten-minute hearing tends to substantiate our impressions from our own experience in attempting to approach the Board. We tried to estimate the extent to which the faculty is affected by fear of antagonizing the administration. Here again we met conspicuous differences of opinion. Both Professor Ince and Dean Wales believed that such fear was general among the faculty. Other faculty members stated that they had no knowledge of such fear. President Bressler told with satisfaction of a disagreement that he had had with one professor who, at the conclusion of the interview, had congratulated himself on being able to express opposition without fear of reprisals. We shared the president's satisfaction, but were inclined to wonder whether the incident might not be indicative of what has been a prevalent feeling among the faculty.

In closing this report, we wish to express the very favorable impression made upon us by the new president. He had, of course, nothing to do with the Jackson dismissal, and while he was convinced that the college had gained by Jackson's replacement, he admitted to us that he would have preferred to see it brought about differently. He seemed genuinely anxious to inaugurate a new spirit, to encourage departmental responsibility, to avoid precipitate dismissals, and to build up the morale of his faculty. Naturally he was concerned that our report should not be of such a nature as to make his task more difficult. Were only the welfare of Rhode Island State College at issue, we might easily be persuaded that the affair might well be allowed to lapse into oblivion. However, we feel that it is our duty to the Association to report the history of the case as accurately as possible, always bearing in mind that to a large extent it was influenced by the personality of one now dead.

ALBERT SPRAGUE COOLIDGE

CLYDE OLIN FISHER

C. R. ADAMS

Approved for publication by the Committee on Academic Freedom and Tenure, S. A. Mitchell, Chairman.

EDUCATIONAL DISCUSSION

THE SELECTION OF PROFESSORS

For some years it has been the custom for the President of the University to take the opportunity offered by Commemoration Day to speak briefly on some topic connected with the life of the University. Accordingly, I shall speak today on the general subject of selection of professors.

. . . When a vacancy occurs in the staff of professors, the President brings the fact to the attention of the Governing Board of the Faculty concerned and is authorized to appoint a committee to consider the situation caused by this vacancy.

. . . It is an essential point that the committee is not instructed to discuss the selection of a successor to fill a vacancy, but, rather, to consider the whole situation; the needs of the department as a whole may require review. The President is not a member of such a special committee, but sits with it. The committee, after a shorter or longer time, submits its report and recommendations to the proper Board of the Faculty. This Board may adopt the report or may not. In any case, it ultimately makes, through the President, a specific recommendation to the Board of Trustees. The President discusses with this Board the qualifications of the nominee, presents evidence of his activity, and states as fully as he can the point of view of the Faculty; then the Board acts upon the nomination, generally favorably, although there have been cases when it referred the matter back to the Faculty Board for further discussion. In the end a professor is elected by the Board of Trustees, and the President then conducts the necessary negotiations. I should add that I thoroughly approve this method, which is now established firmly at Johns Hopkins.

As I have said, as President I sit with the special nominating committee, and in the same capacity I am the chairman of the governing Board of the Faculty and a member of the Board of Trustees; so I am in constant touch with the whole process and have every opportunity of knowing what type of man is desired by the Faculty or Trustees when a professor is to be chosen. It is very natural that there should be differences of opinion, not as to general qualities, but as to their relative order of importance, and also as to whether there are any facts, such as age or unpleasant personality, which should immediately remove a man from consideration.

Before discussing these matters, however, I should make clear my own picture of the constitution of a university because this last is obviously the basis of all discussion. Speaking generally, one may say that a university consists of three groups: the students, the junior members of the faculty, and the senior ones. The university as an institution has a distinct responsibility with reference to each of these, not to speak of that which each group has to the others. The primary duty of the university to a student is to provide such instructors that he is made to realize that the responsibility for progress is his own, no one else's. He must receive a certain amount of fundamental instruction; he must be given the technique of his field of study, but he must be allowed to secure his information by himself, and largely in his own way; he must learn to look upon his field as one which has no limits and in which he must walk alone; his freedom to wander should not be hampered. All students cannot be expected to add greatly to knowledge, either while in the university or after they leave; but the point of view I have indicated is essential for all. The fundamental duty of a university is, I think, to provide such an environment for the students that creative ability may be recognized and encouraged so that the chosen few who are to be leaders in the oncoming generation may not have to halt on their way. Certainly, therefore, unless a professor recognizes and accepts the responsibility to students as implied in what I have said, he is not doing his duty. If a professor is a brilliant investigator but neglects this duty, he will die leaving no successor. He may bring great renown to the university, but he will not be helping to accomplish what the institution must have as its underlying purpose.

The junior members of the Faculty, especially those recently released from the discipline leading to higher degrees, form a group entitled to the greatest consideration by the university and by the senior members of the Faculty. Their freedom to work and study and their individuality must be preserved. They must not be overlaid with duties, and they must be permitted to follow their own chosen path of progress. A professor who treats such a junior member as his assistant is doing damage which may be irreparable, and a professor who does not welcome such a young man as a colleague and treat him as such in every way is harming himself and his own field of study. All this means that a selfish, ungenerous man cannot be a good professor, no matter how brilliant he is.

The senior members of the Faculty should be the glory of the university. By their individual work, and by the qualities of the younger men developed in their departments, the institution is judged. To them, therefore, the university owes the utmost support. It must safeguard their freedom and must furnish them every possible accessory. The word "freedom" is sometimes thought of as applying only to speech and publication; this is the least important aspect. When I use the word, I think mainly of the professor's freedom from all duties other than those associated with his professorship, and freedom from a feeling that he differs in any way from other professors in his relation to them, to the junior members of the Faculty, or to the students.

When I come to speak of the qualities essential in a professor, I recognize at once that there are great differences in different fields, especially when one considers technical subjects. The primary requirement, for instance, in a clinical subject in the School of Medicine is clinical skill and experience, or in an engineering subject, ability as an engineer. But what is common to all professorships, technical or not, is that imagination, curiosity, and desire for new truth which lead a man to a life of investigation. It is a certain attitude toward life combined with industry that is demanded. But is this sufficient? I find that opinions differ. Some think it is. Personally I do not. Regardless of how brilliant a man is, unless he has the proper personality and is devoid of selfishness, and unless he has interest in younger men and power to inspire them, he is not, in my judgment, a suitable man for a university professorship.

JOSEPH S. AMES, *President*

Johns Hopkins Alumni Magazine, June, 1932

THE PRESENT PROBLEM OF STUDENT EMPLOYMENT

... This year an attempt was made to interview each applicant when he registered in order, among other things, to discuss his budget frankly and honestly. Expenses were listed and itemized, resources similarly recorded, and the degree of need ascertained. These figures are available for approximately 70 per cent of the men who sought work during the college year. . . .

The left-hand column shows the limits of the amounts which these men needed to earn, and the right-hand column gives the number who sought to earn sums falling within these limits:

\$1-99.....	134
100-199.....	103
200-299.....	145
300-399.....	110
400-499.....	86
500-599.....	77
600-699.....	62
700-799.....	32
800-899.....	21
900-1000.....	10
Total.....	780. . .

Undoubtedly the most acute effect of the depression on the lives of Harvard students is its relentless destruction of opportunities for those who want and need to work. With one blow it cuts off financial resources, and with the next it severs the only means of recovery.

The earnings of students placed through the Student Employment Office give an index to the number of jobs filled from year to year. These earnings have steadily mounted from \$150,000 in 1923-24 to \$281,000 in 1929-30, an average annual rate of increase of \$21,000.

But in 1930-31 this encouraging advance was abruptly halted. Through constant effort by members of the Employment Office staff no decline resulted, but the gain over the total earnings of the previous year was only \$282. . . .

In nearly every field where students have held jobs in the past there is a lessened need for workers. Furthermore, as a result of the efforts of unemployment committees, many types of work formerly given to students are now allotted to the unemployed in the rightful belief that the fathers of families are in more urgent need than self-supporting college students. . . .

This attitude has been most clearly apparent in the business field. The Boston Post-Office, which has employed students regularly during the Christmas rush, was not permitted last year to take unmarried employees. The New England Telephone Company, after arranging to use students in the distribution of directories, was forced to cancel the plan and use only men with dependents. Department stores, with gross sales and profits shrinking rapidly and a corresponding lack of need for workers, were able to find in the ranks of the unemployed such help as they needed.

And for every concern which was hiring, there were two which were

releasing not only part-time workers but full-time employees as well. Many college students who had had jobs in offices or stores were turned out of their positions when the depression began to strike its most telling blows. . . .

But whatever steps may be taken to meet the present emergency, it is clear that in the future the whole question of self-supporting students must be given closer attention by the university authorities. On the vague assumption that, somehow or other, the necessary means would be found, universities have blithely admitted men who needed to earn large sums of money in order to finance their education. Many of these students have been unable to secure enough work and so have left college before completing their courses, disappointed and sometimes embittered. Many others, successful in finding jobs, learned after they had finally secured their degrees that the hours they spent earning money had robbed their college work of most of its meaning. Still others have wrecked their constitutions or seriously endangered their health by long and wearying hours of labor.

Some conscious effort must be made to forestall such tragic experiences. The logical time to do this is before the prospective student is admitted. No American university can afford to shut its doors to needy students without justifiable cause, for, by such a gesture, it would apparently be defying the fundamental democratic principle behind all American education. Universities and colleges can, however, determine the extent of each applicant's need, interpret this frankly and fully for him in terms of experience, and advise him intelligently about the possibilities and wisdom of attempting to work his way. In cases where academic failure seems certain because of the need for employment, it may be wiser and more charitable to refuse admission. To do less is to shirk responsibility; it is far better to discourage and even to forbid students from trying to perform an impossible task than to allow them to attempt that task and fail, not only in its performance, but also in the end toward which all their efforts point. . . .

R. T. SHARPE, Secretary for Student Employment,
Harvard Alumni Bulletin, vol. xxxiv, no. 31

CREDIT HUNTING VERSUS EDUCATION

. . . It is becoming more and more evident as we gain deeper insight into capacity and character that the limitations of individual

students should be considered with the greatest care and wisdom; that we must develop and apply with increasing skill sound intelligence and aptitude tests. Obviously, the saturation point may be reached at the end of the sixth grade or tenth grade or first year of college, as certainly as at the end of the eighth grade or twelfth grade or at the end of the fourth year of college. And whenever and wherever it is reached we must recognize and deal with it to the end that we shall not waste teaching effort, shall not retard the students of real capacity by prodding the exhausted on to an arbitrary finish line which marks the completion of what we call the elementary or secondary or college course. . . .

There are still far too many youths in secondary schools and colleges who should not be there, and on the outside a vast number who, if given the opportunity, would take advantage of the best our institutions have to offer and would later make outstanding contributions to society. . . .

A third point of view is expressed by the principal of a representative high school:

"The fifteen units is out of date. This whole system of units and counts from preparatory school through the university, I consider a very vicious element in our educational system.

"It is folly to express foreign language ability in terms of years of study. We have learned much in the art of examining in the past ten years. It is possible now to measure reading ability, and the foreign language requirement should be stated in terms of power rather than in terms of years of attendance in class.

"The range of abilities of pupils now in public high schools is so wide as to make years of attendance in class as a measure of achievement, and graduation as a stamp of scholarship, absolutely meaningless. We must redefine the whole business of certification whether for graduation from high school, admission to professions, or admission to higher institutions of learning.

"We now have pupils ranging in ability practically from near-morons to near-geniuses, and the whole business of estimating progress in terms of clock-hours is out of date. It results often in compelling able students to sit around idle waiting for others to catch up."

From the college standpoint comes a statement of the Admissions Committee Chairman in a Liberal Arts College. He feels, after administering various entrance systems for twenty years, that about the only essential requirement is that a student should have

the ability to read. By this he means the ability to read a piece of English poetry correctly and rapidly, and then tell the idea which the author is trying to convey. If the student is headed for an engineering course, then this chairman would require a reasonable familiarity with the elementary processes of algebra and plane geometry. Besides ability to read and to tell what he has read, he concludes, "The other *sine qua non* to every student is a high intellectual purpose in coming to college."

These statements all show the stirring of a desire for a searching inquiry into the effectiveness of existing entrance requirements, an earnest wish to break away from artificial and indefensible devices and to think of the student's welfare rather than the prerogatives of an institution.

Such impulses are not evident among individuals in education alone. They are being taken cognizance of by influential organizations which are devoting much time and thought to the entire problem or some phase of it. According to a recent announcement, the College Entrance Examination Board intends to establish a series of validating examinations. These would not take the place of the present subject examinations and may be used in institutions which supplement their system of admission by school certificates with certain college board examinations given to those candidates who cannot qualify otherwise. It is planned to give these validating examinations in mathematics, English, and modern languages. The examinations would not be given in June, as are the established Board Examinations, but shortly after the Christmas holidays. This would make it possible for the student to have his college admission arranged before commencement. It would also enable those colleges which section their classes to place the student intelligently.

The Educational Records Bureau, with a membership of some two hundred schools and a Board of Directors of members representing equally colleges, independent schools, and public high schools, is doing a constructive piece of work in securing and accumulating accurate and comparable measurements of the abilities of students! . . .

We who are engaged in college work in Pennsylvania look forward with much hope to the time when candidates for admission to our freshman class will come to us with the accurate story of their scholastic, social, and other characteristics clearly traced for a period

of several years on the graphic cumulative record card developed by the American Council and by those in charge of the Pennsylvania study. . . .

I submit that it is high time that we substitute cooperation for criticism, education for credits, student welfare for institutional pomposity. I submit that such substitution should be nation wide, and that the effort for it be given the sanction and the encouragement of the Federal Office of Education.

WILLIAM MATHER LEWIS,
Educational Record, vol. xiii, no. 1

REVIEWS

THE COLLEGE AND SOCIETY

The College and Society, by Ernest Hatch Wilkins. New York: The Century Company, 1932, pp. 173.

This compact volume by one of the most thoughtfully constructive of present-day educational leaders outlines a revised program for the American college. The basis of President Wilkins' proposals is his belief that the existing four-year institution is not adapted to the needs of the large majority of students who are not seeking preparation for a profession.

What are the needs of this majority? Training in what the author terms "the five fields of social living"—home life, the field of earning, citizenship, leisure, and philosophy and religion—with constant instruction in health, in "general mental tools," such as language, logic, mathematics, and in social-mindedness. To achieve such an aim, the curriculum should be reconstructed.

President Wilkins proposes a three-year course for the majority while continuing the standard four-year course for pre-professional students. The latter program would preserve the present trend of dividing the curriculum between the first two years of general individual and social development and the upper two years of pre-professional training.

President Wilkins' proposals are presented with a sober persuasiveness that make them appear reasonable if not quite necessary. Yet to put them into operation would involve realignments which would be revolutionary. Such changes could be accomplished only by degrees, over a considerable period of time. But it is likely that his program will distinctly stimulate the types of development in the American college during the next ten or twenty years.

MAKING THE MOST OF BOOKS

Making the Most of Books, by Leal A. Headley, Professor of Education, Carleton College. Chicago: American Library Association, 1932, pp. 342, \$3.00.

A comprehensive manual by the author of a volume *How to Study in College*, and designed specifically for the college student. Part I, "The Art of Reading Books," includes such chapters as "Comprehension in Reading," "Rate of Reading," and "Concentration in

Reading." Part II, "The Technique of Handling Books," is devoted to such topics as "Periodical Literature," "General Reference Works," "Book Literature," and "Bibliographies."

The material is presented in a competent, often interesting manner, and has value not only for the student but for the professor.

NOTES FROM RECENT PERIODICALS

The *Liberal Arts College Bulletin* for June-September, 1932, aims to exhibit the product of the colleges with the text, "By Their Fruits." Lists are given of notable living graduates of small colleges, and of notable non-living graduates; also, a tabulation of alumni of smaller colleges in "Who's Who," led by Hampden-Sidney.

Summer issues of *School and Society* contained various articles of interest to our members some of which may be mentioned by title:

"International Debts and Scholarships," E. G. Fleming (July 16).

"Consolidation in North Carolina" (July 30).

"The College Presidency under Scrutiny," A. M. Palmer (August 20).

"The Teaching Load in the Laboratory Sciences" (August 20).

"The Oregon State System of Higher Education" (August 20).

"Faculty-Administration Relations in a College of Liberal Arts," H. S. Quigley (August 27).

"The 'Menace' of the Teachers College," W. W. Parker (August 27).

"The New Program for the Degree with Distinction in Education at the Ohio State University," S. L. Pressey (August 27).

PUBLICATIONS RECEIVED

From a College Platform, by William Mather Lewis. New York: Lincoln MacVeagh, The Dial Press, 1932, pp. 294, \$2.00.

The Junior College Library, by Ermine Stone, with an introduction by Walter Crosby Eells. Chicago: American Library Association, 1932, pp. 98, \$1.25.

LOCAL AND CHAPTER NOTES

BROWN UNIVERSITY, EMPLOYMENT OF FOREIGN STUDENTS

The following resolution has been adopted by the chapter of the Association at Brown University:

"Be it resolved that the Brown University Chapter of the American Association of University Professors deprecates the recent ruling of Secretary of Labor Doak to the effect that any foreign student who has entered the United States after 1932 and who here accepts monetarily rewarded employment is liable to arrest and deportation. This ruling is protested on the grounds that:

"(1) The employment thereby made available to American labor will be at most negligible.

"(2) The cultural and educational relations of the United States with other countries are thereby impaired.

"(3) The cause of international understanding and peace is thereby dealt an unwarranted and unnecessary blow.

"Be it further resolved that a copy of this resolution of protest be sent to the national headquarters of the Association with the request that the national officers either pass it on to the proper governmental officials or take steps to have the national organization as a whole formulate a protest."

UNIVERSITY OF CHICAGO, PROGRESS OF THE NEW PLAN

Though the plan was announced last year as an experiment, few revisions have been deemed necessary for this year. The new syllabi of the four general introductory courses are now published, as well as syllabi of thirty-two subject sequence courses from which the new plan students may choose their more specialized studies.

Results of the June examinations were regarded as a test of the new plan's effectiveness. In the four comprehensive examinations, the proportion of failures ranged from 8% to 12%. Only 5% of the students were denied the privilege of returning for further study.

Though the examinations were designed to cover one entire academic year of study, a number of exceptional students took advantage of the new provisions to complete the work in less than one year.

One student passed all four of the comprehensive examinations after twelve weeks of formal residence. Two students passed three examinations after twenty-four weeks of study, one of them with grades of A-B-B.

Distinguishing features of the new plan are:

(1) The Bachelor's degree requirements are stated solely in terms of educational requirements as measured by two sets of comprehensive examinations, one set at the junior college level to test primarily general education, and the other set at the senior college level to test primarily depth of penetration in a large yet special field of thought selected by the students.

(2) The old requirements in terms of course credits and grade points have been abandoned.

(3) Class attendance is not required.

(4) The relationship between student and professor has been completely changed by divorce of the examination function (now in the control of a Board of Examination) from the instructional function.

(5) Four new courses, a year course in each of the four large fields of thought—the biological sciences, the physical sciences, the humanities, and the social sciences—have been set up as aids to general education and as preparation for the examinations for all students who care to enroll for them.

(6) A syllabus of every College course, with appropriate reading recommendations, and a sample set of examinations are made available to each student.

(7) A faculty adviser is especially selected for each student in the light of his educational needs and requirements.

Class attendance under the new plan, although voluntary, was in general just as regular as under the old plan.

Special honors sections for exceptional and ambitious students, and "trailer" sections for those who can be saved from failure by more deliberate procedure, are being organized in each of the four major fields this year.

HARVARD UNIVERSITY, PROGRESS IN INTRAMURAL SPORTS

... The Houses will present an interesting problem for us during the coming years. Fortunately we have the foundation of an intramural athletic program. We have had class teams, dormitory teams, and other group teams. It would seem that with boys divided into smaller groups, living together and eating together, a better attitude toward sport would result. There is more fun playing with a boy you know than with a casual stranger, and indeed many boys in the same class are casual strangers. Our policy toward House teams will not be paternalistic. We shall provide fields, equipment, and instructors. Whatever system is finally adopted,

we hope it will be not our invention but the product of the boys. Under no circumstances, however, shall we allow House athletics to default. If no plan is presented, we shall offer our experience and our administrative personnel to find a program. In this connection it should be pointed out that most boys at Harvard (who allot never more than two hours to sport) do not want the responsibility of administering their teams. They feel decidedly that the administration should be carried on by a paid staff.

Although the House may change the entire set-up of athletics, I hope we shall allow this change to develop naturally. When you have had varsity competition for more than three quarters of a century, you cannot easily toss it aside. Already two suggestions have been made, both alleged as English customs. One would reduce intercollegiate competition to a single final game; the other would abolish the professional coach.

On my visit to England this summer I found that the lack of intercollegiate competition, or the restriction of this type of contest to a single game, was far from the actual custom. As to the number of intercollegiate contests in England, there are many more in each sport than we have in this country. . . .

That we cannot carry out every reform or change which is suggested hardly needs any further comment, but it does seem to me that our present system of intercollegiate athletics, although not perfect, is much better than a decade ago. The scholastic ratings of our athletes would seem to prove, at least, that we are not interfering with the classroom requirements. Nor have we used any preventive means to bring this about, since today there are more teams than ever engaged in each sport. In the fall a visitor would find on Soldiers Field three varsity football teams, three second varsity teams, seven 150-pound teams, fifteen freshman teams, and a score of House teams; and in addition to these football teams there are, of course, hundreds of students competing in other fall sports.

To dispose of the professional coach would mean, I presume, the installation of an amateur coach, or transferring to the captain the burden of conditioning the team. In the first place, he doesn't want either the job or the responsibility; and in the second place, any such burden could only be assumed at the risk of the student's more important work. Now one of the chief assets in teaching athletics is enthusiasm. Youth thrives on it. Any one who has had administrative experience with instructors knows that "many

are called, but few are chosen." Because a man may receive no remuneration for instructing does not qualify him as a good teacher, and even if he knows what to teach he may lack the enthusiasm actually to teach what he knows. Quite conceivably he may be a better teacher because he is paid for his work, which then is a vocation rather than an avocation.

When well-meaning graduates advocate amateur coaches, they always assume that such a condition would create better sportsmanship. The highest type of sportsmanship exists in the big football contests in this country, where practically all the officials are college men and yet are paid. If I read correctly the history of old football contests where the officials represented one of the competing colleges, and supposedly emphasized a fine ideal of sportsmanship, I must confess I prefer the virile contests of today, controlled as they are, sportsmanlike as they seem, to the reported bloody battles of old. Money never will determine sportsmanship, and I suspect that even the most enthusiastic advocate of the amateur coach will not contend that sportsmanship has any such artificial barriers.

On our staff are several amateur coaches, all of whom are good instructors and good sportsmen. All of them are our own graduates. Their only disadvantage to us is that they are not permanent. The more desirable they are to us, the greater is the pressure to attract them elsewhere, and the coach who plans to remain permanently an amateur is neither sought by others nor long wanted by us. Usually the permanent amateur coach will not fit into your organization because he is not competent. I believe an athletic instructor should receive a fair compensation for his services, and by "fair" I do not necessarily mean what is known as the market value of coaches. Very few on our staff receive as much as is paid to professors. In a sense, then, many of our men are not what is commonly known as commercially professional coaches, because they could receive more remuneration in other colleges, but prefer to remain with us. I do not feel I need argue the value of such a man to us. It cannot be measured in a material way. The first thing to be determined is the policy of athletics you want, and then work in the men who will carry out that policy. My hope is to develop a permanent staff, and to make these men feel they are so regarded in the university.

WILLIAM J. BINGHAM, *Director of Athletics*
Register of Harvard University, vol. xxix, no. 2

LAFAYETTE COLLEGE, COURSES FOR UNEMPLOYED

The administration and faculty after a careful study of the problem have devised a plan whereby specially planned lecture and demonstration courses will be offered to the unemployed. The aim of these courses is to give the men stimulating food for thought and also to prepare them for better positions in the future than would otherwise be possible.

These courses are offered without cost to unemployed men thirty years of age or over who have had at least two years of high school work. Each course consists of six lectures. Two courses will be offered each week so that those in attendance will attend four sessions a week. The lectures in the social sciences are Monday and Thursday at 2:30, and those in natural sciences and engineering, Tuesday and Friday afternoon at 1:30. All courses are for unemployed men only, and no students of the college attend.

The subjects offered include: "Law for the Layman," "The World War, Its Causes and Backgrounds," "Some Great Philosophies of Life," "Play Reading for Pleasure and Profit," "Public Speaking for the Business Man," "Money and Banking," "Blue Print Reading," "The Study of Rocks," and "Engineering in Various Branches."

Already 80 men have applied for the course. These came not only from the immediate community but from nearby cities in Pennsylvania and New Jersey.

MIDDLEBURY COLLEGE, DEGREE OF DOCTOR OF MODERN LANGUAGES

Four years ago, the president and trustees of Middlebury College voted to offer this new degree, believing that Middlebury, through its summer schools of modern languages, could make this definite contribution to higher education in the United States. . . .

The principal requirements for the degree of doctor in modern languages are as follows:

- (1) The master's degree in modern languages.
- (2) Residence at Middlebury College equivalent to a full year's work.
- (3) Two semesters' residence and study in the foreign country of the major language.
- (4) A major foreign language. The student's knowledge of this language and his ability to use it orally and in writing are tested by oral and written examinations. The candidate must have a

thorough training in phonetics and a satisfactory pronunciation. This training includes work in the experimental phonetics laboratory.

(5) The final oral examination of three hours is conducted entirely in the major language, before a board including native professors.

(6) A minor language. The candidate's knowledge should be sufficient at least to teach elementary courses successfully by the oral method. A reading knowledge of German is also required....

(7) A dissertation, which should approximate 35,000 words, written in the major language.

(8) Candidates are required to teach at least one year under supervision....

Condensed from note by STEPHEN A. FREEMAN

School and Society, vol. xxxv, no. 899

MILLSAPS COLLEGE, TUITION FEES

It is reported in the *Liberal Arts College Bulletin* that this institution has adopted a system of graded tuition for the three upper classes based on scholarship in the preceding year. Students whose average falls below 75 will pay 25% higher tuition the following year, and those whose average for the year is 90 or better will pay 25% less.

UNIVERSITY OF WISCONSIN, POSTGRADUATE ASSOCIATESHIPS

When it became apparent that a substantial proportion of the recipients of the Doctor of Philosophy at Wisconsin might be unable to obtain employment, the Wisconsin Alumni Research Foundation provided \$10,000 for a number of research associateships open to candidates who would receive the doctorate at Wisconsin during the year July 1, 1931, to June 30, 1932. The administration of the fund was placed in the hands of the University Research Committee. The University granted 139 degrees of Doctor of Philosophy between July 1, 1931, and July 1, 1932. The University Research Committee found that on the latter date about 60 of the 139, including many candidates of the highest rank, had been unable to secure positions. A circular letter was mailed to each of the 60 and applications were received from 33. The committee made careful study

of the applications, and as a result 23 candidates were recommended for the associateships. A study was made of the needs of the candidates, and the stipend was varied according to circumstances. The following are the stipends awarded: 2 at \$700, 2 at \$600, 15 at \$400, 3 at \$300, and 1 at \$200.

It was understood, of course, that any of these candidates might resign at any time to accept a permanent position. In determining the qualifications of the candidates, first consideration was given to the nature of the research project set up by them.

The University Research Committee reserved the right to assign any of the associates to projects that were of special interest to the industries of the state and, as a result, six of the associates are now working on such projects.

The major fields of the candidates are as follows: Chemistry 6, Physics 3, Botany 2, Plant Pathology 2, Sociology 2, Bacteriology 1, Geology 1, Comparative Literature 1, History 1, Soils 1, Psychology 1, Mining and Metallurgy 1, Zoology 1.

The circular letter issued read in part:

"The Wisconsin Alumni Research Foundation has provided funds for a number of research associateships open to candidates who received their doctorates at Wisconsin during the past year. It is planned that these positions shall give opportunity for the continuation of research projects in which the candidates have already made noteworthy progress, or for the development of new phases which have suggested themselves, and to enable the candidate to advance his standing and reputation as a research worker. The University Research Committee believes that a year of research, prosecuted by the student under conditions of maximum independence, will greatly advance his scientific standing.

"In order to provide the maximum number of positions, it is necessary to set the stipend at a low figure—probably not varying greatly from \$400.

"Applicants for these positions should furnish the following information:

1. Submit a copy of the Doctor's thesis
2. Set up, as fully as practicable, the research project upon which he proposes to work, indicating the work already accomplished and the new developments it is intended to explore. The following subheads are suggested:

- | | |
|---------------------------------------|--------------------------------|
| <i>a.</i> Subject of investigation | <i>d.</i> Present status |
| <i>b.</i> Object of investigation | <i>e.</i> Location of the work |
| <i>c.</i> Proposed procedure | <i>f.</i> Amount requested |
| <i>g.</i> Possible future development | |
3. Recommendations from university professors
4. Copies of papers already published by the applicant

"The Research Associates will be asked to make progress reports in December and February, and a final report at the close of the academic year. Any publication resulting from this work should carry the legend, 'Supported in part by the Wisconsin Alumni Research Corporation.'"

COMMUNICATIONS

SUMMER SCHOOL TEACHING AND SALARY ADJUSTMENTS

From the chapter of one of the oldest and largest state institutions comes the following inquiry:

A committee of our chapter of the Association has been asked by the President of this university to consider certain questions regarding the management of our summer session. . . . The questions which seem likely to concern us as an association are these:

(1) Is the traditional view that about nine months of a year should constitute a professor's normal quota of teaching work a sound one? It is assumed that instructors and professors who are really worth anything to their universities will usually employ a considerable part of this three-months' vacation for purposes of preparation of next year's work, research, travel likely to contribute to their knowledge and general efficiency, etc. If the Association has been informed of any tendency on the part of university administrations to depart from this general view, we should like to have our attention called to it.

(2) It has been suggested that certain institutions are gradually adopting a policy of expecting members of their faculties to teach in their summer sessions, at least at regular and fairly frequent intervals. Is extra compensation always given for this service, and, if so, is there a tendency to give the compensation in the form of credit toward sabbatical leave rather than in money? Have any tendencies been observed which threaten to break down the tradition of regular sabbatical leaves with satisfactory arrangements as to salaries?

. . . Some of our faculty are feeling a considerable anxiety regarding the position of the administration here in this matter. Nothing definite has been proposed, but questions have been raised which suggest that heavier demands may be made upon the time of faculty members than is consistent with their general efficiency and scientific progress. We shall highly appreciate your aid in obtaining light upon these questions.

From a reply by the Executive Secretary:

. . . You may find some helpful information in the reports of Committee T, on Normal Amount of Teaching and Research,

under the Chairmanship of Professor T. W. Baldwin of the University of Illinois, which appeared in the March, 1930, and March, 1931, issues of the *Bulletin*. The March, 1931, issue also contains a comprehensive survey of Systems for Sabbatical Years by Committee K, under the Chairmanship of Professor O. J. Campbell of Michigan....

DISMISSAL PROCEDURE

The following proposal sent in by the president of a college for approval illustrates an interesting reaction of the work of the Committee on Academic Freedom and Tenure:

VOTED: To recommend to the Trustees that they conduct an examination into the adequacy of the work of Professor ——. That no decision be reached without careful consideration and a two-thirds majority of as large a committee of the Trustees as can conveniently be assembled. That no administrative officer have a vote on this committee. That members of the faculty, friends of Professor —, shall have every opportunity to assure themselves that the inquiry is being conducted in a manner that is fair to Professor —, but no member of the faculty, colleague of Professor —, shall be placed in a position where he might feel it necessary to vote against Professor — on any charge involving inefficiency or neglect of duty. That Professor — be informed in writing of any and all major charges made against him, and that he shall have opportunity to reply in writing, and, if he so elect, also in person. That all professors of the faculty who may be disposed to defend Professor — against any charges made shall have opportunity to acquaint themselves with these charges and to reply in writing; that they be so far as possible individually invited to do so, and also urged to appear in support of Professor — if he elects to appear in person. That no question be raised in any manner concerning Professor —'s intellectual opinions, and no personal animus be allowed to enter into the discussion.

NOMINATIONS FOR MEMBERSHIP

The following fifty-three nominations for active membership and twenty-two nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before December 23, 1932.

The Committee on Admissions consists of E. S. Brightman, Boston, Chairman; W. C. Allee, Chicago; A. L. Bouton, New York; H. L. Crosby, Pennsylvania; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo

Sterling K. Atkinson (Accounting), Temple
Frank C. Becker (Philosophy), Lehigh
A. J. Brumbaugh (Education), Chicago
Neil Carothers (Economics), Lehigh
Donald H. Chapman (Geology), New Hampshire
William D. Coder (English), Muhlenberg
John W. Creighton (Comparative Religion), Wooster
Carey C. Dobbs (Chemistry), Delta State Teachers
Davis Edwards (Speech), Chicago
Anna W. Field (History), Michigan State Normal (Ypsilanti)
Anthony Goldberger (Education), Pittsburgh
Mack H. Griffin (Latin), Okla. Agricultural and Mechanical
Glen Haydon (Music), California (Berkeley)
Anna M. Johnson (Household Arts), Okla. Agricultural and Mechanical
Glenn M. Jordan (Economics), Northern Normal and Industrial
DeWitt C. Knowles, Jr. (Chemistry), George Washington
Earl G. Lockhart (Psychology), Drake
William Loman (Psychology), George Washington
Thomas H. McGrail (English), New Hampshire
Alfred K. Mitchell (Mathematics), Trinity (Hartford)
Alfred H. Nolle (German), Texas State Teachers (San Marcos)
Clifford S. Parker (Languages), New Hampshire
Leon Robbins (Mathematics), Park
Hedwig Schaefer (Home Economics), Oklahoma
Clarence Schettler (Sociology), Temple
Dale E. Thomas (Biology, Geology), Allegheny
Willard Wattles (English), Rollins
Annie J. Workman (Education), Sam Houston State Teachers

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

NOMINATIONS FOR JUNIOR MEMBERSHIP

Harper G. Brown (English), Texas Agricultural and Mechanical
Herbert W. Conner (Biology), Chicago
George W. Eddy (History), Ohio State
Arthur B. McLean (English), Brenau
John R. Spicer (English), Toledo
Paul Wiers (Economics), Delaware

SUPPLEMENTARY LIST OF NOMINATIONS FOR ACTIVE MEMBERSHIP

Mody C. Boatright (English), Texas
Walther I. Brandt (History), City College (New York)
Gaston S. Bruton (Mathematics), University of the South
Marshall F. Bryant (Music), Missouri
Walter E. Bundy (Bible), DePauw
Edward M. Burns (History, Political Science), Rutgers
Donald F. Cameron (English), Rutgers
Sarah L. C. Clapp (English), Louisiana State Normal (Natchitoches)
Edith Fishtine (Spanish), Simmons
Adelbert Ford (Psychology), Lehigh
Charles E. Germane (Education), Missouri
Wilbur S. Goldthwaite (Music), Missouri
Frank Gorman (Education), Missouri
John G. Heinberg (Political Science), Missouri
Leonard C. Helderman (History), Washington and Lee
Thomazin M. Hutchins (Music), Okla. Agricultural and Mechanical
Harry L. Levy (Classics), Hunter
Vera L. Mintle (Home Economics), DePauw
Mirth W. Sherer (Government), Texas Christian
George E. Smock (English), DePauw
W. J. Tucker (English), Arizona
Fred Von Borgersrode (Education), Missouri
Louise P. Walker (Music), DePauw
Ralph Watkins (Education), Missouri
M. F. Wharton (Horticulture), Arizona

SUPPLEMENTARY LIST OF NOMINATIONS FOR JUNIOR MEMBERSHIP

E. May Bixby (Chemistry), Western Reserve
Leroy R. Boling (Histology, Zoology), Washington (St. Louis)
Cloyce F. Bradley (Medical Bacteriology), Missouri
Edith M. Burlingame (Psychology), Florida State for Women
William R. Carter (Education), Missouri
John R. Cope (Education), Missouri
Mary B. Derrickson (Biology), Syracuse

Karl D. Dietrich (Surgery), Missouri
Alfred H. Gilbert (Biology), Miami
Adeline K. Kerlin (Music), Columbia
William J. McCurdy (Philosophy), Harvard
Fred McKinney (Psychology), Missouri
Hiram M. Stout (Political Science), DePauw
Herman O. Werner (English), Harvard
Benjamin P. Whitaker (Economics), Yale
Charles J. Wilkerson (English), DePauw

Appointment Service Announcements

The Appointment Service is open only to members but formal registration is necessary. Those interested in keyed vacancies may have duplicates of their registration blanks transmitted to appointing officers on request.

Members registered with the Appointment Service may have brief announcements inserted in the Teachers Available section at a charge of \$1.00 per line for the first insertion and 50% of that amount for repetitions. Copy should reach the Washington Office not later than the end of the month preceding publication.

Administrative officers who are interested in announcements under Teachers Available may upon inquiry receive copies of registration papers of candidates. Appointing officers are invited to report vacancies at their institutions.

Vacancy Reported

German: Man, southern state university. Teach approximately 15 hours a week (literature, classical, and scientific). Ph.D., 25-35 years old, German residence. Salary, \$2000-\$3500, depending on applicant. V 575

Teachers Available

Chemistry: Ph.D. Nine years' successful experience in college and university teaching. Research. Publications. Available at once. A 404

Classics: Highest honors at Harvard. Three years' graduate study abroad. Six years' university teaching. A 405

Education: Ph.D. Seven years' successful experience in university teaching. Educational psychology or measurements. Available at once. A 406

Education and Psychology: Man, 37, married, Ph.D. Columbia. Four years' secondary school and seven years' college teaching experience. Publications. Desires position in college personnel, educational psychology, or measurements. A 407

English: Man, married, Ph.D. Yale. Six years' experience as college department head, four years' experience in college administration. Platform experience. Desires position in teaching or administration, or combination of the two. A 416

English: Ph.D. Harvard, 1921. Ten years' experience directing graduate work. Foreign travel. Research. Publication. Comparative literature in Middle Ages. Professorial rank; \$5000; opportunity for research desired. A 408

English: Ph.D. University of Virginia; experienced college teacher, now on leave. Available after Christmas for temporary or permanent position. A 409

French: Woman, A.M. Wisconsin. Twelve years' experience in university and college teaching. Studied in Germany and France. Graduate work, Middlebury. Available September, 1933. A 410

German: Man, Ph.D. Fifteen years' experience in middle western and southern institutions; acting head of German department four years in eastern women's college. Travel in Germany. Author of textbook. A 411

History, Political Science: Man, 26, married, Ph.D. California (Bolton). Four years' teaching experience. Available at once. A 412

Music: Woman, European and American training. Twelve years' college experience in teaching, eleven years of that time as head of department. Special interest in music history and appreciation. Available September, 1933. A 413

Political Science, Economics: Ph.D. Four years' experience in professorial capacity, three fellowships. Public administration and public finance. Publications. Desires either teaching or research. Available fall or summer, 1933. A 414

Psychology: Man, Ph.D. Four years of college teaching; wide experience in administrative and personnel work. Available now. A 415

APPOINTMENT SERVICE

Vacancies for the year 1933 will be announced during the coming months. Notices in the *Bulletin* will be of assistance to appointing officers and to candidates, who are invited to make announcements under Vacancies Reported or Teachers Available.

Copy should be received by the 30th of the month preceding date of publication.

American Association of University Professors
744 Jackson Place
Washington, D. C.

(When writing to advertisers, please mention the *Bulletin*)